

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for North Carolina School for the Deaf

District Goal 1: NCSD will increase stakeholder (including parents/family, business and community, etc.) participation in the school and the school's vision and purpose.

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 2: NCSD educators will increase the use of assessments, communicating high expectations, while monitoring and illustrating individual student progress to create sufficient challenge for all students.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 3: NCSD will improve communication access for students through evidence based English and American Sign Language learning strategies and programs for students and staff.

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 4:

Supports SBE Goal: Select an SBE Goal

District Goal 5:

Supports SBE Goal: Select an SBE Goal



Recommended Data Sources for Analysis by School Improvement Teams

<i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i>
<i>Examine data from such areas as:</i>
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)
Special Education Continuous Improvement Plan
Title I AYP (http://ayp.ncpublicschools.org)
Healthy Active Children Initiative (http://www.nchealthyschools.org)

School Vision and Mission Statements for North Carolina School for the Deaf

Vision:

NCSD students will be confident, collaborative members of an inclusive language rich educational community with full communication access. All students will be healthy, well adjusted, lifetime learners who are competent users of technology and will contribute to a responsible world culture and succeed in a competitive global economy.

Mission: PURPOSE:

NCSD's purpose is to provide Deaf and hard-of-hearing (HOH) children, youth and young adults a Language Rich Education in the Least Restrictive Environment with full communication access for students' inclusion and full participation in a multi-lingual, multi-cultural and multi-generational learning community. NCSD's purpose is to insure Deaf and HOH students achieve their greatest potential through inclusion and full participation in the NC Common Core and Essential Standards curricula to be Career and College READY.



LEA or Charter Name/Number: Select your school district/charter school

School Name/Number: North Carolina School for the Deaf 298204

School Address: 517 West Fleming Street Morganton, NC 28655

Plan Year(s): 2011 - 2013

Date prepared: 9/30/2011 Revised November 2012

Principal Signature: _____

11/22/2012

Date

Local Board Approval Signatu _____

11/22/2012

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Dave Clark		
Assistant Principal Representative	NA		
Teacher Representative	David Bird		
Inst. Support Representative	Kristin Todd		
Teacher Assistant Representative	Nancy Fletcher		
Parent Representative	Dee Counter-Griffis		
Chairperson	Thea Wilson, Aud.D.		
Residential Life Director	Scott Skelton		
Middle School Rep	Dave Sajben		
Elementary School Rep	Chris Heirs		
High School Rep	Andrea Totty		
Business Admininstration	Suzanne Levan		
Maintenance,Dietary,EnvirServ	Tom Cook		
Director	Audrey M. Garvin, Ed.D.		

* Add to list as needed. Each group may have more than one representative.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Two reports have guided the development and revisions of the NCSD School Improvement Plan 2011 - 2013. The North Carolina Department of Public Instruction conducted a Comprehensive Needs Assessment of NCSD March 2 - 3, 2011 and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement conducted a Quality Assurance Review on March 14 - 15, 2012.

The most recent report cites three strengths: one, is the focus and passion of the director in guiding NCSD through a transition from DHHS to DPI and energizing the school's purpose and direction; two, is the dedication of the faculty and staff to the welfare and best interests of the students, and for its willingness to adopt new teaching practices and procedures to improve the educational success of the students; and, three, is the positive and productive relationships with alumni, parents, and community partners that are assets to the school.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

NCDPI and SACS recommendations include: the need for a clear vision and purpose embraced by all stakeholders that will guide the allocation of resources (time, staff, physical, financial), the implementation of a curriculum that is based on high expectations for student learning and incorporates research-based instructional practices that actively engage students in the learning process applying higher order thinking skills with real world application opportunities, the development and implementation of a comprehensive assessment system that informs instruction with valid and reliable results, and a continuous improvement system that includes a detailed data profile of student performance with demonstrated organizational effectiveness.

3. What is data is missing, and how will you go about collecting this information for future use?

NCSD submits annual measures for Alternative School Goals. In 2011 - 2012, NCSD achieved the designation of a School of High Growth. NCSD administers NCDPI mandated standardized assessments - EOG and EOC, Explore, PLAN and ACT and WorkKeys. NCSD students are evaluated on individual standardized assessments upon admission. NCSD is designing a Response to Intervention Model based on students' individual assessment battery/ profiles.



#3 Continued. Students enter with significant delays and disabilities in English language - reading and writing - and communication - listening/speaking and American Sign Language. NCSD student measures of growth are unable to be assessed accurately with the current NC Measures of Student Learning (MSL) assessments alone. NCSD is implementing specific educational programs that are research-based and permit the measurement of student growth through the program objectives and assessments. NCSD is implementing the use of computer based individual remedial instruction. NCSD is introducing a quarterly educational assessment protocol aligned with Common Core to use Rausch scores as Measures of Student Learning (MSL) which yield standardized growth/achievement measures. NCSD administration and faculty will get individual and group comparison growth data results within 24 hours of each assessment administered. NCSD's administration and faculty will evaluate the correlation between student growth on Rausch scores with individual standardized assessment battery/profiles, educational program measures, and EOG, EOC, Explore, PLAN, and ACT and WorkKeys. An NCSD Data Team will analyze results and report on individual, group and school progress. Recommendations for continuous instructional improvement will be synchronously implemented.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

NCSD student learning/achievement profiles indicate a need for recommitment to Deaf and HOH education that includes focused resources aligned with 21st Century standards of educational excellence. The 2011 - 2012 transition from DHHS to DPI and the legislative mandate to evaluate the Education Services for the Deaf and Blind for viability gives greater urgency to commit to innovation, improvement and higher standards. The NC DPI Comprehensive Needs Assessment School Final Report was "*unpacked*" in September 2011. NCSD's School Improvement Team(s) established three priorities in September 2011 based on the evidence collected March 2011 and recommendations made by NC DPI September 2011. First is **Purpose and Stakeholder Involvement**. The second is **Assessment and Instruction**. And, the third is **Communication** (related to Language Competency of staff and Language Competency for Deaf and HOH students). NCSD's **Vision and Purpose** needed to become a new shared vision with stakeholders, including supporters and critics. With a new vision and purpose, NCSD needs to regenerate interest with a broad spectrum of stakeholders to expand the inclusiveness of others in the future of NCSD. Outdated printed and digital materials containing information about NCSD needs to be realigned with the new vision and purpose. Central to alignment of the vision and purpose with practice has been the adoption of NCDPI Race to the Top (RttT) initiatives in **Assessment and Instruction** and training by NCDPI Professional Development Consultants in those initiatives with peers in general education. NCSD faculty and staff attended Summer Institute 2012 and are included in 2011 - 2012 and 2012- 2013 NWRESA Professional Development.

#4 Continued. NCSD administration, faculty and support staff are engaged in many hours of system-wide transition planning and consultation with general educators to incorporate the RttT initiatives into Deaf education. Finally, the priority of Communication in a school for the Deaf is centered on professional development of Language for all staff. It is critical system-wide for all staff to be competent users of English and American Sign Language to model and teach two languages to Deaf and HOH students with significant language delays and disabilities. The evidence collected by SACS in March 2012 and the recommendations made along with accreditation support the continuation of these priorities.



Priority Goal 1 and Associated Strategies				
Plan/Do	Area for improvement and supporting data: NCSD Vision and Purpose statements were out-of-date with 21st Century innovations in education. Evidence: NC DPI Comprehensive Needs Assessment - School Final Report - March 2011 Recommendation 1 "Establish a clear vision and mission". In March 2012, SACS CASI Quality Assurance Review Report, "The team noted how the school met the intent of the standard based on the preponderance of evidence" related to the Strategies and Actions underway.			
	School Goal 1:	NCSD will conduct school and community-wide activities to develop a new vision and purpose statement from which beliefs and clearly defined expectations for student learning will be used to guide allocations of resources.		
	Supports this district goal:	NCSD will increase stakeholder (including parents/family, business and community, etc.) participation in the school and the school's vision and purpose.		
	Target:	With stakeholders develop a clear NCSD vision and purpose statement.		
	Indicator:	A Vision and Purpose statement		
	Milestone date:	31-Mar-12		
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Create a Vision and Purpose subcommittee of the School Improvement Team with stakeholders and develop a variety of methods for input from a large constituency.		
		Action steps:		
		1. PSO & community meetings		5. V & P Subcommittee meetings - data collection and analysis
		2. Parent, staff, student and constituent surveys		6. V & P Drafts - Activities with all staff to review and edit
		3. Campus-wide 1/2 day retreats		7.
	4. Department level meetings	8.		
	Strategy 2:	Strategy: Incorporate NC DPI Race to the Top and State Board of Education vision and purpose into NCSD's V & P		
		Action steps:		
		1. Attend NCDPI meetings to align V & P		5.
2. Educate NCSD constituents of NCDPI V & P		6.		
3. Align NCSD education terminology with NCDPI		7.		
4.	8.			

	Strategy: Use community and media resources to stimulate communication and develop input and partnerships		
	Action steps:		
	1. Consistently use local and regional news outlets		5.
	2. Consistently use NCSD established publications		6.
	3. Capitalize on Deaf and alumni organizations & events		7.
4. Invitations to events	8.		
Plan/Do	How will we fund these strategies? <div style="display: flex; justify-content: space-between;"> <div> Funding source 1: Other Funding source 2: Select a funding source Funding source 3: Select a funding source Funding source 4: Select a funding source Funding source 5: Select a funding source </div> <div> Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0 </div> </div>		
	Review frequency: Quarterly		
	Assigned implementation team: SIP SIT Subcommittee: Vision and Purpose		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Samples of Surveys, Minutes, Attendance Rosters, News Articles, TV News, North Carolinian (NCSD), The Bugler (NCSD Alumni), Staff Attendance Data from DPI and NWRESA Workshops		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Completed Vision and Purpose statement.		
	What does data show regarding the results of the implemented strategies?		
Act	Completed Vision and Purpose statement.		
	Based upon identified results, should/how should strategies be changed?		
	NA		

Priority Goal 2 and Associated Strategies					
Plan/Do	Area for improvement and supporting data: NCSD Assessment and Instruction system is not producing data that discretely measures student growth. Evidence: NC DPI Comprehensive Needs Assessment - School Final Report - March 2011 Recommendation 3: Use " ...data to match student work to students' needs, particularly to ensure sufficient challenge for higher achieving students. Regularly and frequently monitoring progress and realigning planning an instruction, ...cover state standards with rigor and fidelity." In March 2012, SACS CASI Quality Assurance Review Report, "Develop and implement a comprehensive assessment system...assess student performance,...evaluate effectiveness of curriculum and instruction, ...improve instructional strategies and practices."				
	School Goal 2:	All 115 C faculty will receive professional training from DPI Professional Development Consultants through NWRESA and Summer Institute participation. An NCSD administrator, faculty member and/or team will attend every DPI workshop on curriculum, instruction and assessment offered.			
	Supports this district goal:	NCSD educators will increase the use of assessments, communicating high expectations, while monitoring and illustrating individual student progress to create sufficient challenge for all students.			
	Target:	Implement NC DPI RtT Common Core and Essential Standards Curriculum 2012 - 2013 - Year One			
	Indicator:	All 115 C faculty will have completed Year One of implementation with 2 years of professional learning/training.			
	Milestone date:	30-Jun-13			
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.				
	Strategy 1:	Strategy: NCSD Professional Development In-House trainings will include program specific instruction and assessment knowledge and skills. Full day and 1/2 day workshops and weekly consultation provided.			
		Action steps:			
		1. Failure Free Reading- Author Publisher Workshops		5. Instrumental Enrichment - On-staff Trainer Consultant	
2. Failure Free Reading - On-staff Trainer Consultant		6. Extended day: individualized computer remediation plans in dorms			
3. Thinking Maps - On-staff Trainer Consultant		7. AR, Star Math, Study Island - On-site Trainer Consultant			
4. Instrumental Enrichment - Consultant Workshops	8.				
Strategy 2:	Strategy: NCSD Professional Development NCDPI RtT trainings will include specific instruction and assessment knowledge and skills. Full day and 1/2 day workshops off-site and on-site DPI Professional Development Consultant workshops and fidelity checks.				
	Action steps:				
	1. Superintendent Council Meetings - NWRESA w/ DPI		5. EVASS Accountability Team - NWRESA/DPI		
	2. Principal Meetings/Workshops NWRESA w/ DPI		6. Test Coordinator Trainings		
	3. Curriculum & Instruction NWRESA w/DPI		7. PLAN ACT NWRESA/DPI		
	4. Common Core & Essential Standards NWRESA/DPI		8. NWRESA Reading and Math Consultant On-site Training		

Strategy 3:	Strategy: Implement NWEA MAPS assessment system to accurately measure student growth in reading and math		
	Action steps:		
	1. Evaluate NC DPI state mandated assessments - MSL		5.
	2. Learn and evaluate EVASS for student MSL growth		6.
	3. Select an MSL for reading & math with quarterly measure of growth aligned with instruction		7.
4.	8.		
Plan/Do	How will we fund these strategies?		
	Funding source 1:	School general funds	Funding amount: \$11,550
	Funding source 2:	Federal funds - Title II	Funding amount: \$8,000
	Funding source 3:	Federal funds - Title IV	Funding amount: \$1,000
	Funding source 4:	Other	Funding amount: \$6,000
	Funding source 5:	Select a funding source	Funding amount: \$0
			Total initiative funding: \$26,550
	Review frequency:	Quarterly	
	Assigned implementation team:	SIP SIT Subcommittee: Assessment and Instruction	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Each initiative has alignment with instruction and assessment. Student achievement is measured frequently based on the products' internal assessment tools. Off-site trainer consultation is supported by an on-site, staff Trainer Consultant. Staff have regular, frequent quarterly, monthly and weekly professional development coordination. The implementation on NWEA MAPS will reinforce instruction's alignment with Common Core using a Rausch score that will demonstrate quarterly growth. The development of each faculty members Individual Growth Plan (IGP) and the implementation of year one teacher standard 6 and principal standard 8 will begin the accountability into student achievement as a direct result of instruction.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Classroom observations, pre and post student assessments, application of Rausch RIT ranges aligned with Common Core target curriculum skills, quarterly MAPS assessment to meet benchmarks		
	What does data show regarding the results of the implemented strategies?		
	Current survey of NCSD faculty indicates that teachers are satisfied with the quantity and quality of NWRESA and DPI professional development of RtT Common Core, Essential Standards and Accountability. Staff indicate an overload of information and seek support for implementation. Deaf staff indicate that on-campus professional development by DPI Professional Development Consultants would be helpful.		
Act	Based upon identified results, should/how should strategies be changed?		
	Deaf staff indicate that the PD occurring off-site with a majority of hearing professionals and the use of web-based technology creates dissonance in their learning style which is visual. They can not watch the interpreter and the laptop and the presenter and the screen and follow discussions easily.		

Priority Goal 3 and Associated Strategies					
Plan/Do	Area for improvement and supporting data: NCSD has a unique Communication requirement. NC DPI Comprehensive Needs Assessment - School Final Report - March 2011 Recommendation 4: Ensure that all staff "...are competent in the use of American Sign Language." The School Improvement Team created a subcommittee for Communication to improve Language skills for staff and students.				
	School Goal 3:	NCSD will increase the competence of staff and students in communication using English and American Sign Language.			
	Supports this district goal:	NCSD will improve communication access for students through evidence based English and American Sign Language learning strategies and programs for staff and students.			
	Target:	100% of staff and students will have the opportunity to participate in English and ASL instruction.			
	Indicator:	Staff will have required professional development in ASL for Beginner through Intermediate Level.			
	Milestone date:	June 30 2013			
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.				
	Strategy 1:	Strategy: NCSD's Communication Access and Support Services Department will develop an ASL Proficiency assessment to be completed by NCSD staff.			
		Action steps:			
		1. An ASL self-assessment model based on E-Lingua Portfolio.		5. A Master's Curriculum for ASL will be utilized.	
2. All NCSD staff will complete the self-assessment		6. Each class will have an evaluation feedback form for students to complete rating instruction, learning, self and classmate participation.			
3. With a completed self-assessment individual staff will meet with an Advanced signer and determine a Proficiency Level		7. After 15 class sessions a post self-assessment with teacher feedback will determine the Level of proficiency and the next course assignment.			
4. ASL classes will be grouped based on departments and proficiency levels	8				

Plan/Do	Strategy 2:	Strategy: English reading and writing course will be offered for staff.																									
		Action steps:																									
		1. Based on staff survey English courses will be scheduled.		5.																							
		2. Identify an adult continuing Ed. English teacher and offer course on NCSD campus.		6.																							
		3. Conduct course. Registration fee \$20.		7.																							
	4.	8.																									
	Strategy 3:	Strategy: Design and implement an ASL curriculum for NCSD students. (All NCSD students have English instruction.)																									
		Action steps:																									
		1. Support 115 C teacher to become ASL certified.		5.																							
		2. Develop student ASL assessment instrument.		6.																							
3. Scheduling committee to determine K - 8 and 9 - 12 course sequence, hours, and credits.		7.																									
4. Select curriculum texts and video, etc.	8.																										
How will we fund these strategies? <table border="0"> <tr> <td>Funding source 1:</td> <td>Federal funds - Title IV</td> <td>Funding amount:</td> <td>\$1,000</td> </tr> <tr> <td>Funding source 2:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td></td> </tr> <tr> <td>Funding source 3:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td></td> </tr> <tr> <td>Funding source 4:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td></td> </tr> <tr> <td>Funding source 5:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td></td> </tr> <tr> <td colspan="2"></td> <td>Total initiative funding:</td> <td>\$1,000</td> </tr> </table>				Funding source 1:	Federal funds - Title IV	Funding amount:	\$1,000	Funding source 2:	Select a funding source	Funding amount:		Funding source 3:	Select a funding source	Funding amount:		Funding source 4:	Select a funding source	Funding amount:		Funding source 5:	Select a funding source	Funding amount:				Total initiative funding:	\$1,000
Funding source 1:	Federal funds - Title IV	Funding amount:	\$1,000																								
Funding source 2:	Select a funding source	Funding amount:																									
Funding source 3:	Select a funding source	Funding amount:																									
Funding source 4:	Select a funding source	Funding amount:																									
Funding source 5:	Select a funding source	Funding amount:																									
		Total initiative funding:	\$1,000																								
Review frequency: Quarterly																											
Assigned implementation team: SIP SIT Subcommittee: Communications																											

Check	What data will be used to determine whether the strategies were deployed with fidelity?
	NCSD CASS department Staff Self-Assessment ASL course placement with staff participant individual class feedback forms/assessments. The student ASL curriculum will follow the same practices as the staff model used - aligned with E-Linqua Folio for foreign languages.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	For staff a pre and post assessment, individual staff assessments of instructor, content, usefulness, self-rating on participation and rating of classmates participation. Institution of ASL curriculum for students with a 115 C ASL certified teacher is expected to begin second semester for students. Student ASL curriculum will follow the self-assessment with instructor feedback system - based on E-Linqua Folio system used with foreign language acquisition.
Act	What does data show regarding the results of the implemented strategies?
	After 15 classes in 2011 - 2012, instructors and classes were rated successful. One department had poor instructor follow- through. One large department with 12 month employees requested summer classes with two classes per week. Post-test self assessments had high accuracy level ratings. 2012 - 2013 will have 30 sessions in two 15 week courses. English class had four Deaf staff participants and an accomplished Deaf English instructor. The class was rated favorably. A second English class is planned. All staff are using ASL to communicate with less self-consciousness because attitude change has occurred - there is greater acceptance and support for non-direct service staff using sign for interpersonal greetings and communication among hearing and Deaf staff.
	Based upon identified results, should/how should strategies be changed?
	Strategies need to be continued for increasing skill and self-confidence of beginners to intermediate levels. Recent SIP SIT full staff subcommittee meetings rely less on interpreters and more on direct communication within a group of diverse communicators working on the same goals. Effort has increased for hearing and Deaf staff to assist each other in comprehension. Having printed materials, notes and meeting summaries in English helps too. There are some non-direct service staff who are not fully literate in English reading and writing - hearing and Deaf. Continuous use of visual language in many forms models the strategies used in teaching students in the classroom. A better understanding of the language work being done at NCSD is in every department.

Priority Goal 4 and Associated Strategies				
Plan/Do	Area for improvement and supporting data:			
	School Goal 4:			
	Supports this district goal:	Select a district-level goal		
	Target:			
	Indicator:			
	Milestone date:			
	Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy:		
		Action steps:		
		1.		5.
2.			6.	
3.			7.	
Strategy 2:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	
Strategy 3:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	



Plan/Do	How will we fund these strategies?	
	Funding source 1: Select a funding source	Funding amount:
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
	Funding source 5: Select a funding source	Funding amount:
		Total initiative funding: \$0
	Review frequency: Quarterly	
	Assigned implementation team:	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	What does data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	

Priority Goal 5 and Associated Strategies				
Plan/Do	Area for improvement and supporting data:			
	School Goal 5:			
	Supports this district goal:	Select a district-level goal		
	Target:			
	Indicator:			
	Milestone date:			
	Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy:		
		Action steps:		
		1.		5.
2.			6.	
3.			7.	
Strategy 2:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	
Strategy 3:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	

Plan/Do	How will we fund these strategies?	
	Funding source 1: Select a funding source	Funding amount:
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
	Funding source 5: Select a funding source	Funding amount:
		Total initiative funding: \$0
	Review frequency: Quarterly	
	Assigned implementation team:	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	What does data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	

Safe School Plan for North Carolina School for the Deaf	
Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.	
Name and role of person(s) responsible for implementing this plan:	Audrey M. Garvin, Ed.D., NCSD Director/Principal , Mr. James Coffey, NCSD Safety Officer
Statement of Responsibility for the School District Superintendent	
In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.	
In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)	
Statement of Responsibility for the School Principal	
In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.	
In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)	
Statement of the Roles of Other Administrators, Teachers, and Other School Personnel	
In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:	

Assistant Principal(s): N/A
Teachers: As trained -referring students for prevention and identification and intervention services, knowing and following procedures for school-wide positive behavior system, individual Behavior Intervention Plans, Non-Violent Crisis Intervention practices, reporting incidents following staff and student handbook guidelines, and Campus Lockdown.
Teacher Assistants: As trained -referring students for prevention and identification and intervention services, knowing and following procedures for school-wide positive behavior system, individual Behavior Intervention Plans, Non-Violent Crisis Intervention practices, reporting incidents following staff and student handbook guidelines, and Campus Lockdown.
Other School Staff: As trained -referring students for prevention and identification and intervention services, knowing and following procedures for school-wide positive behavior system, individual Behavior Intervention Plans, Non-Violent Crisis Intervention practices, reporting incidents following staff and student handbook guidelines, and Campus Lockdown.
Services for At-risk Students
Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk
All NCSD students have an written Individual Education Plan (IEP)with a team of professionals and parents participating in the development of a plan to address students academic, behavioral and transition services. NCSD has professional services staff: Contracted psychiatrist, on-staff psychologist, school guidance counselor, social worker, behavior program technicians and speech language pathologist and occupational therapist. Students participate in individual and group standardized assessment and have individual achievement profiles and learning plans. Students with behavioral health concerns have a Functional Behavioral Analysis (FBA) and a Behavior Intervention Plan (BIP) is developed and adopted. Student with a medical diagnosis are followed by a multi-disciplinary team that includes the Director of Student Health, an RN, who manages medications. Student may be under the care of the NCSD contracted psychiatrist or a private psychiatrist. Student may receive treatment on-campus or at home by Deaf Mental Health Therapists for the Deaf who work collaboratively with parents, students and NCSD staff.
Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.
A multi-disciplinary team assesses students who are not responding to the school-wide positive behavior system and has multiple disciplinary incident reports. Incident reports are written and discipline is determined based on the student handbook. Students may receive a lunch detention or a portion of the day in In-School-Suspension. For severe infractions Out-of-School-Suspension may occur. If an assault occurs, the School Resource Officer is called.
Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.
NCSD does not have an alternative learning program. NCSD transitions students from outside alternative learning programs that can benefit from small class size.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	Institute a locked campus.
Target:	Entrances to all buildings on campus will be locked.
Indicator:	NC State report indicated NCSD is an open campus easily penetrable. Reverse that assessment.
Milestone Date:	Started January 2012. June 2012 - Completed
Goal:	Institute a Lockdown Procedure coordinated with Broughton Police.
Target:	Include Managers/ staff in developing procedures. Create office/classroom materials/ Lockbox for 1st responders.
Indicator:	NCSD had a limited warning system for staff to keep students inside buildings if notified.
Milestone Date:	Instituted January 2012 with training and materials. Practiced and drilled with students.

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target:	
Indicator:	
Milestone Date:	
Target:	
Indicator:	
Milestone Date:	
Target:	
Indicator:	
Milestone Date:	

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Orientation Week - 2011 and 2012	2013 Planned				
Annual Non-Violent Crisis Intervention	Completed				
Peaceful Solutions - RHA Deaf MH Counselor	Completed				
Mandatory Workday - January 2012 and 2013	2014 Planned				
Campus Lockdown Practices Annual Review	Completed				
Response to Intervention - Lead Staff Training	2012 - 2013				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

NCSD has a Memorandum of Agreement with Broughton Hospital Police for 24 - 7 services. During the school day, a School Resource Officer (SRO) is assigned to NCSD campus and has an office on-campus. NCSD's Alarm system is linked to the Broughton Police and NCSD has multiple notification systems in place: phone, text, silent and audible alarm, one button call with pre-recorded message to send assistance, computerized real-time or recorded phone and text messages. Systems can be activated by staff and/or students, or by detected environmental changes, depending on the system's purpose, location and level of training. The SRO and the campus Safety Officer have established building representatives on a campus wide committee with monthly Safety & Health reviews in addition to an Annual Review for all staff each January. The SRO works closely with school staff, students, parents, the district attorney and local courts to differentiate non-criminal from criminal behavior. In the rarest of circumstances, the SRO assists the school staff in setting up daily tutoring for incarcerated students. The SRO has learned sufficient sign language to be conversational with Deaf individuals, increasing effectiveness in prevention work with students. The SRO attends weekly American Sign Language staff development classes at NCSD.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

NCSD includes community representatives on the Human Rights Committee (HRC) which minimally meets quarterly with staff, parents and students "to review and examine programs or procedures related to student rights, safety, security and quality of life." NCSD meets regularly with Disability Rights' (DR) regional representative and Disability Rights presents workshops to the students. Parents are informed of the HRC and DR roles and are invited to participate. NCSD has a School Improvement Committee with subcommittees. There are parent representatives at the Committee and subcommittee level. NCSD parents have a Parent Facebook page that includes staff as participants. They regularly raise issues and communicate with NCSD. The Parent Staff Organization is not well attended due to NCSD serving 47 counties and being a residential program. NCSD has a goal to increase parent involvement in the school and sends information home weekly to keep parents abreast of opportunities and the school's continuous improvements. Parents are members of their student's Individual Education Plan. NCSD has weekly press releases and has numerous articles in the local newspapers. NCSD includes the school community, parents, and representatives of the local community in open meetings, surveys, forums and committees - including on-going accreditation preparation and in accreditation interviews with review teams from the Southern Association of Colleges and Schools (Accredited through 2017) and the Conference of Educational Administrators of Schools and Programs for the Deaf (Reaccreditation 2013). NCSD staff participates in the Northwest Regional Education Alliance, continuously communicating with regional public school personnel and Department of Public Instruction representatives. NCSD and Burke County Public Schools and Western Piedmont Community College partner with program development and campus programs.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
NWEA™ MAPS Achievement Individual Assessment	\$3,800	Operations - Supplies & Materials & PD
Accelerated Reader & Math	\$1,500	Title VIB
Study Island	\$2,500	Title VIB
Failure Free Reading	\$12,241.00	Title VIB
Thinking Maps - Metacognitive Skills Visual/Verbal		
Instrumental Enrichment - Non-verbal Thinking	\$7,000	Improving Teacher Quality
Non-Violent Crisis Intervention	\$800	Operations - Supplies & Materials & PD
Positive Behavior Intervention & Support		

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
<p>Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:						

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:						

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

	Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				
		Strategy 2				
		Strategy 3				

	Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:
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Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, principals, paraprofessionals, and parents.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

<p>This school improvement plan addresses this requirement.</p> <p>Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:						

Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:						

Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is providing written notification to parents in the following manner:						

School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1							
Strategy 2							
Strategy 3							
	Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:						
School:							
LEA:							
SEA:							

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

<p>Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.</p>							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:						

School-based Management and Accountability Program Summary of School-based Waiver Requests Program Years: 2008-2010		
LEA or Charter School Name/Number: Select your school district/charter school		
School Number(s)	Request for Waiver	
	1. Please describe the waiver you are requesting.	
	2. Identify the law, regulation, or policy from which exemption is requested.	
	3. State how the waiver will be used.	
	4. State how this waiver helps achieve the specific performance goals	
	(Please duplicate this sheet as needed for additional waivers.)	
	<div style="display: flex; justify-content: space-between;"> _____ Signature of Superintendent/Designee _____ Date </div>	